

TEACHER'S GUIDE FOR

# INDIA AND THE WORLD TODAY

FOREIGN RELATIONS SERIES



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UNIT ON INDIA

by Martha J. Porter

the paradoxes of India. Renown for its fabulously wealthy princes, actuated by violence, India produced Gandhi; children of Hinduism, added the caste system which fixed and separated social classes; continuing India has adhered to traditions thousands of years old.

our knowledge of Indian affairs has not kept pace with developments in politics. We are caught trying to reconcile vague images of village life and Kipling's writings to Nehru's pronouncements. This inconsistency in our knowledge regarding United States policy toward India. We have a humanitarian impulse to contribute large sums for economic aid. We take a profound interest in why Indians do not shoot their cows. We seek to promote peace strategies that increase tension between them.

its content. Part II suggests a series of activities that can help students understand environmental Indian problems and America's involvement in them.

NCA FOREIGN RELATIONS PROJECT

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## CONTENT

India as a civilization, the richness of India's past, the potential brightness of her future, and America's stake in that future are major ingredients presented in *Chapter 1* and throughout the text of *India and the World Today*. Political, cultural, economic, and sociological considerations provide strong arguments for undertaking a study of India; they also suggest that there are several distinctive approaches to courses or units on India.

In *Chapter 2* it is seen that geographical factors have profoundly influenced political, economic, and social development in India. Some of your students will be familiar with the protection afforded by the Himalayas, but few will be aware of the barriers imposed by the Vindhya Mountains, the Great Indian Desert, or the meeting of the Ganges and Brahmaputra rivers in Bengal.

On page 8 it says, "A linguistic map of the Indian sub-continent looks like a gaily colored patchwork quilt . . . about fifteen major languages and hundreds of dialects are now in everyday use in one part of India or another." Using the maps on page 8, students can compare political with linguistic boundaries, or students may wish to use topographical maps and note how rivers, desert areas, or mountains have influenced a particular region.

In what ways is language important in nation-building? Is a uniform language a prerequisite for

national unity? How have other multilingual countries, e.g., the United States, the Soviet Union, Switzerland, or the Philippines tried to solve language problems?

In *Chapter 3*, past and present merge as religions, the caste system, and the role of the family are briefly examined. Later in the text (page 38) the author points out that "Social and cultural changes have taken place continuously in India for many centuries. The Hindu way of life, like all civilizations that have endured, has been distinguished by its capacity to absorb and digest new ideas and customs. . . ."

Subject to invasions by various nomadic peoples, by Goths, Huns, Turks, Greeks, Muslims, and later by the Europeans, India has been exposed to a variety of cultural influences.

Students should note three major periods in India's long history: the Maurya Empire of Asoka, characterized by a flowering of Buddhism thought and art; the "Golden Age" of the Imperial Gupta, fourth century A.D.; and the Mughal Empire established in the sixteenth century by Akbar. Some students might wish to compare the "Golden Age" of India with that of Greece, or to compare the culture of late sixteenth-century England with that of India in the sixteenth century.

A discussion of Hinduism, Buddhism, or Islam can be started by posing Question 2 on page 18: "In general, are people's everyday lives directly affected by their religions? . . ." This question can lead to consideration of the caste system, the family system, or



the way in which many religious values conflict with desires for modernization. Other students may wish to examine the immediate and long range impact that Islam has had on Indian social and political life.

The problems of colonialism and the drive for independence are the major topics of *Chapter 4*. The teacher of United States history might point out that just as the thirteen colonies provided an arena for the Seven Years' War, so was India a battleground for French and British rivalry. In fact, analysis of the struggles between France and Britain during the eighteenth and nineteenth centuries offers many opportunities to bring in contemporary developments, not only in India, but also in Latin America, Africa, and the Far East.

As students consider various aspects of British rule in India, they might be asked to draw up their own balance sheet.

The nature of Gandhi's personality and the methods he used to bring about political reform, both in India and in South Africa, have raised fundamental questions about the relationships between spiritual and military force, between religious beliefs and political realities, and the role of one man or a few who wish to bring about political and social reform. The problem of conquering "violence" by "nonviolence" in India can be related to various efforts in this country to eliminate racial discrimination or to effect other social reforms. The labor movement or other developments during the "Progressive Era" can provide examples.

Could the Partition of India have been averted? What were the immediate causes of the violence that followed independence? What were some of the fundamental differences between Muslims and Indians?

*Chapter 5* outlines major factors in Indian politics. Nehru describes the objectives of the Indian Government as follows: "... After independence, a Constituent Assembly was formed to draw up the new Constitution of India; this declared that India was to be a sovereign, democratic Republic which should secure for all its citizens: justice—social, economic, and political; liberty of thought, expression, belief, faith, and worship; equality of status and of opportunity. And among them all it was to promote fraternity, assuring the dignity of the individual and the unity of the nation.

"On January 26, 1950, this new Republic came into existence and all our efforts were directed toward realizing the objectives laid down—political democracy and economic justice. We called the objective socialistic without adhering to any doctrinaire definition of the word. The system we evolved was consciously directed toward the welfare of the common man rather than to enrichment of the few; it is democratic because its processes are ultimately controlled by public discussion and by Parliament elected on the basis of universal adult franchise, and not by the secret purposes of a privileged minority.

"While benefiting from foreign experiences—more especially, in the constitutional sense, from England



and the United States—we did not wish to copy any foreign models. We believed that India had, by virtue of her long history and traditions, an individuality of her own and we should retain this without adhering to outworn ideas or traditions. We realized that the world was rapidly changing and we must keep pace with these changes without being swept away by them. We wanted to help, however modestly, in this developing pattern of international relations. We had no desire to interfere with other countries or impose our views on them. Thus, India started changes in her own life and institutions that are so decisive and far-reaching in their scope and intent that they may well be considered revolutionary, especially when viewed against the background of an ancient civilization and its ingrained conservatism. In foreign affairs, in a period when cataclysmic conflicts seem never too far below the horizon, she has invariably taken her stand with those who are striving for the maintenance of peace and for reconciliation and cooperation.”

“Changing India,” by Jawaharlal Nehru, *Foreign Affairs*, Vol. 41, No. 3 (April, 1963), pp. 454-455.

In what ways does the structure of the Indian Government resemble that of the United States Government? The British Government? How does it differ from the American system? The British system?

In general, do constitutions reflect the power structures or major influences in societies? How specific is the United States Constitution? How detailed is the Indian Constitution? Should such documents be rigid?

If not, how flexible should they be? Should a constitution be changed when the society in which it developed has altered? What effect does new interpretation have upon the actual wording of a constitution?

Is it possible to reconstruct a society merely by reading its constitution? What does the United States Constitution tell about the governmental structure, the system of law, and the philosophical values of Americans? What does the Indian Constitution tell about the structure of government, legal systems, and philosophical values?

Are constitutions such as the United States or Indian documents essentially Western in nature? Or, would India have developed a constitution similar to its present document, if it had not been a British colony?

The Congress Party dominates Indian politics. Opposition is fragmented among a number of parties committed to particular programs or views. Since the Chinese incursions along the Indian border the Communist Party has been in some disarray, but it presents a significant challenge.

Students should consider carefully the role that Nehru plays in Indian domestic and foreign policy. What are some of the advantages in having a strong leader? What are some of the disadvantages? Who are some of the people most likely to succeed Nehru?

Economic goals and problems are discussed in *Chapter 6*. The term “mixed economy” refers to the intermingled roles of private entrepreneurs and the Government in economic development. This term



could, however, be taken in another sense, because the economic policies of the Congress Party represent a mixture of various economic theories and systems. Americans who prefer sharply outlined categories and like to sketch out the exact boundaries of socialism or free enterprise find themselves in a sort of twilight zone when they come to India's economic system. India has Five-Year Plans, but how does government planning there differ from the Five-Year Plans of Communist China or the Soviet Union?

How does "socialism" in India differ from socialism in Great Britain, Denmark, or Egypt? How "free" is free enterprise in India? What influences do private investors or businessmen exert upon the Indian economy?

Which sector of the economy, private or governmental, makes major economic decisions? For example, who determines the quality and quantity of goods produced and selects principal markets? Who decides how capital should be invested among industrial and agricultural enterprises?

In what ways does the "mixed economy" influence private United States investment in India? Programs of the United States Government? Projects of private foundations?

The problem of increasing agricultural production is crucial. The author points out on page 43 that "Mere redivision of the land . . . will not suffice; the basic problem is how to make land more productive. Of primary importance is the extension of irrigation systems and the introduction of new techniques of working the land. . . ."

One or two students might wish to study the effects that the Sino-Indian conflict has had on India's economic policies. What proportion of India's national budget was devoted to military expenditures in 1960? 1962? 1963?

*Chapter 7* touches on the social implications of economic change and development. In what ways are social traditions advantageous to development? How can social traditions hinder economic advancement?

What are some of the psychological hardships that people in a transitional society must bear? What are some of the similarities between changes occurring in India now and those that occurred in the United States after the Civil War? What are some of the differences between mid-twentieth century India and late-nineteenth century America?

Major components of India's foreign policy are outlined in *Chapter 8*. In *Foreign Affairs*, (April, 1963), Nehru says:

"The twin policies which have guided us since independence are, broadly, democratic planning for development at home and, externally, a policy which has come to be named, rather inadequately, "non-alignment." Like the basic policies of most countries, these are not the product of any inspiration or arbitrary choice, but have their roots in our past history and way of thinking as well as in fundamental national exigencies. India's over-riding and most urgent task is to raise the standard of living of her people,



and in order to achieve this, to carry out structural and organizational reforms not only as speedily as possible but with maximum popular support and participation. In foreign affairs, we had no interest other than to cultivate friendly co-operation with all countries and to help keep world peace, as the *sine qua non* of everything else. In our approach to these problems, our attitude and ideas had inevitably been shaped by our own recent struggle for freedom, as well as by the accumulated experience of centuries, and above all by Mahatma Gandhi's teachings. . . .

“. . . ‘Non-alignment,’ strictly speaking, represents only one aspect of our policy; we have other positive aims also, such as the promotion of freedom from colonial rule, racial equality, peace and international cooperation, but ‘non-alignment’ has become a summary description of this policy of friendship towards all nations, uncompromised by adherence to any military pacts. This was not due to any indifference to issues that arose, but rather to a desire to judge them for ourselves in full freedom and without any preconceived partisan bias. It implied, basically, a conviction that good and evil are mixed up in this world, and the nations cannot be divided into sheep and goats to be condemned or approved accordingly, and that if we were to join one military group rather than the other it was liable to increase and not diminish the risk of a major clash between them. Essentially, ‘non-alignment’ is freedom of action which is a part of independence. This attitude no doubt displeased

some people to begin with, but it has been of service to the cause of world peace at some critical moments in recent history. A large number of countries, including most of the newly independent states of Asia and Africa, have adopted a similar outlook on international affairs. . . .”

Does Nehru consider India to be the leader of the nonaligned countries in Southeast Asia and Africa? Do you think that the Afro-Asian nations regard India as an actual leader? What role did India play at the Bandung Conference in 1955? At Belgrade in 1960?

What relationships does India have with Burma, Thailand, and other Southeast Asian countries on a bilateral basis? What relationships does India have with the Afro-Asian countries in the United Nations?

What has been India's role in the Colombo Plan? How might India's difficulties with her neighbors—Pakistan and Red China—affect her relationships with Southeast Asian nations?

On pages 44-45 of *India and the World Today*, the author notes that “The policy of nonalignment, once overwhelmingly popular at home, has been severely shaken as a result of Communist China's incursions into the Himalayan border areas in the fall of 1962.” This view is supported by a further statement of Nehru's in *Foreign Affairs*:

“The central fact is that the impact of China, whether it again takes an acute military form or makes itself felt more insidiously, is forcing the pace of growth in India. Both the Right and the Left have been affected, and the nation as a whole is



growing up. It is learning that in the world today it is not enough to be devoted to peace, or to mind one's own affairs, but that it is also necessary to have adequate armed strength, to adjust our relations with friendly countries in the light of the changing actualities of the international situation and, above all, to preserve and consolidate national unity.

"There is an interplay of domestic and external factors here which no one can ignore; our responses will inevitably be affected by the policies that others adopt toward us. . . ."

How have tensions between India and China affected India's attitude toward the Soviet Union? The Soviet Union's policies toward India? (See the cartoon on page 56, which portrays a Soviet problem—"India or China?")

See *Chinese Dilemma* and *The United States and the Soviet Challenge* for material on Soviet and Chinese foreign policy.

What are the major areas of disagreement between India and Pakistan? In what areas of foreign policy have peaceful settlements been made? What position has the Pakistani Government assumed toward India during the Sino-Indian conflict? Toward Red China? What factors account for Pakistan's apparent willingness to strengthen ties with Red China?

See page 51 for further questions on India's foreign policy. Ask students to relate Questions 1 and 2 to Sino-Indian relations. Question 3 raises the problem of Goa.

*Chapter 9* becomes the crux of the booklet, since all the background materials and attitudes are brought into full play for discussion purposes. For example, the problem of aid to India must be examined against the perspective of India's needs and capabilities and America's stake in India's future. How much and what kind of aid should the United States offer India? Should American businessmen be encouraged to invest in Indian enterprises? If so, what steps should or could be taken to increase the supply of private capital?

What should be the nature of United States aid to India? Economic? Technical assistance? Military? Should economic assistance be given in the form of credits, outright grants, long-term loans, or short-term loans? Should aid be given on a bilateral or multilateral basis?

Should "strings" be attached to our aid programs? If so, what should the nature of such "strings" be?

As is pointed out on pages 59-60, United States policy *vis á vis* Pakistan and India is a key problem. See pages 45, 46, and the map on page 47 for background on the Indian-Pakistani dispute.

As students consider the alternative lines United States policy might take in regard to India, they should bear in mind that these are not the only alternatives and other possibilities should be explored.

A study of America's policy toward India calls for a spirit of sympathetic understanding, but it also requires an honest appraisal of harsh realities. And, at all times, students should consider America's total world position in time of crisis.



## ACTIVITIES

There are a number of techniques that may be used to begin your unit on India.

### I FACTUAL KNOWLEDGE SURVEY AND OPINIONNAIRE

A one-page survey and opinionnaire are included with the guide, provide each student with a mimeographed copy and allow about 20 minutes for the class to fill out the forms. This survey can be used to tell you what your students already know about India. Have the survey self-scored and returned to you for future planning. Because the opinionnaire is designed to reveal pupil attitudes, there are no right or wrong answers. Discuss the opinionnaire in class so that students can clarify and defend their views.

Give the opinionnaire again at the end of the unit. Students should be encouraged to consider why their views have changed or remained the same. In the second opinionnaire, ask students to check those items for which they still need additional data before taking a stand. Students should also mark those statements which did not satisfy them, in terms of alternatives presented. Thus, this exercise enables the student to analyze his own views, and at the same time, to evaluate the opinions presented in the survey.

## II MAPS

Any understanding of India depends upon knowledge of its geo-political background, and your students should become well acquainted with the geography of the sub-continent.

In addition to the maps in the booklet, you may wish to use a large wall map that shows features in greater detail. Or you may wish to show a smaller map with an overhead projector and overlays. A teacher-led discussion can bring out a variety of points.

Where are the principal rivers of India? Why are rivers important to the economy of an area? What relationships exist between patterns of waterways and national unity? Which of India's rivers link regions together? Which rivers separate regions?

See the map on page 47. What were the major terms of the agreement on the Indus waters? Why were both India and Pakistan deeply concerned about the division of the Indus waters?

What is the general topography of India? Which areas are fertile? Which are desert? Where are the principal mountain ranges? In what ways can the protection given India by the Himalayas be compared to that which the Atlantic Ocean afforded the United States?

What countries share borders with India? What are some of the political implications of India's proximity to Communist China? The Soviet Union? Burma?

Why is Pakistan divided into two geographically distant parts?



See the map on page 25, which shows the location of Kashmir. Why do India and Pakistan want to see the question of Kashmir resolved? Why might Communist China and the Soviet Union prefer prolonged disputes and dissension in Kashmir?

The map on page 50 shows the main thrusts of Red Chinese incursions. What is the political status of the areas in solid black? How politically stable are the areas into which Chinese troops have been moving? What is the topography of India's northeastern and northwestern frontiers? What is the McMahon Line? What is the North-East Frontier Agency?

Use the maps on page 8 to show the relationships between political and linguistic boundaries.

### III FILMS

Lists of films on India may be obtained from the following Audio-Visual Centers:

Indiana University  
Bloomington, Indiana

University of Michigan  
Ann Arbor, Michigan

University of California  
Berkeley, California

Syracuse University  
Syracuse, New York

Cornell University  
Ithaca, New York

Lists may also be obtained from:

The Asia Society  
112 East 64th Street  
New York 21, New York

Filmstrips are available from:

The *New York Times*  
Office of Educational Activities  
229 West 43rd Street  
New York 35, New York  
*Life* Filmstrips  
9 Rockefeller Plaza  
New York 20, New York

"World's Great Religions," Series depicting Hinduism, Buddhism, Islam, Confucianism, Taoism, Judaism, and Christianity. *Life* Filmstrips.

The World Art Series  
UNESCO Publications Center  
801 Third Avenue  
New York 22, New York

### IV INDIVIDUAL AND COMMITTEE ACTIVITIES

Topics for written or oral reports should be assigned no later than the second or third day of the unit. This will enable students to contribute information on their areas of study to class discussions and will also provide sufficient time for research. Students should be encouraged to learn the art of organized notetaking. For example, if the student is going to keep his notes



on 3 x 5 cards, he should use a folder or file box in which to keep them in order to avoid losing any notes. If he prefers a notebook, a looseleaf notebook should be specifically kept for this purpose.

At all times the student should be encouraged to evaluate sources of information and make reports in his own words. Students should be conscious of particular points of view. Assigning topics which are provocative and specific can help students avoid the temptation of "lifting" their reports from the nearest encyclopedia.

Nine activities are listed in the back of the booklet. In addition to these, you may wish to assign the following reports:

1. *How powerful are the forces of regionalism?* Ask students to relate the following statement to contemporary developments in India.

"Nothing is more certain than the indispensable necessity of government; and it is equally undeniable that whenever and however it is instituted, the people must cede to it some of their natural rights, in order to vest it with requisite powers. It is well worthy of consideration, therefore, whether it would conduce more to the interest of the people of America that they should, to all general purposes, be one nation, under one federal government, than that they should divide themselves into separate confederacies and give to the head of each the same kind of powers which they are advised to place in one national government."

*The Federalist Papers*, No. 2, John Jay

2. *"Why is there a language problem in India?"* India is a Federation of many States, each with a language of its own. The language problem of India is manifold, but the following aspects of it are of the greatest immediate importance: (1) What should be the language of communication and instruction within a state? (2) What should be the language of interstate communication, of the Central Legislatures, the Central Secretariat, and All-India Services, in other words, what should be the language of the Union? (3) What should be our means of communication with the outside world?"

From "The Language Problem in India," by Irawati Karve. This article appears in *Introduction to The Civilization of Developing India*, Volume I, Readings Selected by Myron Weiner, Chicago: The University of Chicago Press (Syllabus Division), April, 1961. \$3.95.

Various Indian and British newspapers and the *New York Times* occasionally report on quarrels that break out in the Indian legislature over the question of national languages. A committee of students may wish to present a debate which might take place among representatives from Madras, Uttar Pradesh, Gujarat, Andhra Pradesh, the Punjab, and Rajastan on the question of what should be the first and second official languages of India?

3. *Village life in India*. "It is true that, to the great mass of Indians, both of the past and the present, the village represents everything: home and family, a sense of belonging, security, life itself. But all this does not



mean that the Indian village is self-sufficient. Even in centuries past, the village did not subsist upon its own resources. It was linked to surrounding hamlets, to a market town; perhaps to a place of pilgrimage or an administrative centre. This wider setting had its effect upon village economics. It was even more pervasive in the realm of family relationships: few castes contracted marriages within their own communities."

From *India and Pakistan: A Political Analysis*, by Hugh Tinker, New York, Frederick A. Praeger, 1962. (N.B. This book is suitable for superior or advanced placement students.)

Ask students to write descriptions of village life in different parts of India. What are the similarities between life in a village of North India and that in a village of South or Central India?

Ask students to prepare a dialogue that might take place between one of the following: A Brahmin who has been educated in England and his grandfather who has remained in the village; the son of a village merchant who is living in Bombay or Calcutta and his father; a young person of the *Harijan* who has managed to get a scholarship for study in the United States and a village contemporary who is a Brahmin; or a young Indian (of any caste) who has been educated abroad and his or her parents who wish to arrange his/her marriage.

4. *The "great man" theory maintains that a single individual, far more than political or sociological factors, determines the course of history.* Ask students to

consider this theory as it relates to Asoka—consolidation of the Maurya Empire, the Imperial Gupta, Akbar the Great, Mahatma Gandhi, or Jawaharlal Nehru.

5. *There are many similarities between the structure of Indian Government and Western systems of government.* Diagram the Indian Government on the national, regional, state, and village levels. In what ways does India's form of government resemble that of the United States? In what respects do they differ?

6. *"Elections for national, state, and local offices have given the people of India invaluable training in democratic political behavior."* (Page 32 of the text). Students might wish to prepare a series of campaign speeches, representing members of the Congress, Praja Socialist, Jan Sangh, Swatantra, and Communist Parties.

7. *Red Chinese attacks on India's frontiers have profoundly influenced Indian foreign and domestic policies.* Write a letter which might be written to an Indian newspaper from one of the following: Krishna Menon, a leader of the Congress Party, an Indian Communist, a Gurkha Colonel, an unemployed Indian intellectual.

8. *India and Pakistan.* Make a chronology of major developments in Indian-Pakistani relations since Partition. Give the major causes of disagreement between these two countries.

Using the map on page 47 of *India and the World Today*, show how the division of the Indus waters was determined and why agreement on the Indus was difficult to reach.



In what ways does present United States policy toward Pakistan and India contribute to tensions between the two countries? Can you think of strategies by which the United States could escape from its present dilemma?

9. *Is economic development related to the growth of democratic institutions?* Try to answer this question, using India as an example.

10. *How important a national asset is the morale of a country's citizenry?* "Nehru said the youth of India appeared . . . to have lost 'that fierce energy and larger vision of unity and humanity.'" (*India, 1961*, by Philip Talbot, American Universities Field Staff Report, Jan., 1961.) Why might India's younger generation seem, or be, lethargic? What effect has Red China's actions had on Indian morale?

## V CARTOONS

An essential aim of many political cartoons is to tell a story which will strike home to the reader in an entirely different and, at times, more emphatic way than does a written statement. After a definite system of analysis is established, your students will be able to spot quickly the cartoonist's argument. The following is a suggested procedure:

1. What is happening in the cartoon?
2. Identify the symbols used.
3. What is the significance of the caption?

4. State in a few words what the cartoonist is trying to say.

These steps may be applied to any of the cartoons or illustrations which appear in *India and the World Today*. Applying them to the cartoon on page 14 of the booklet, we see that:

1. An Indian is commenting on various "trouble-spots." His expression changes from one of casual unconcern to one of great agitation.

2. The Indian is Nehru, Prime Minister of India. In the first pose, he is making a traditional Indian gesture of peace and good will. The first three poses illustrate Nehru's confidence in nonalignment; the last three show growing uncertainty.

3. The caption consists of comments on major crises during the past few years. Korea, Hungary, and Berlin are relatively distant from India's borders. During these crises Nehru pursued a policy that he considered to be "neutral." Many Americans, however, regarded India's position as pro-Soviet rather than neutral.

When the Chinese Communists suppressed the Tibetan uprising in 1959, concern mounted in India about the wisdom of passivity. Events in Laos increased apprehensions in India. The last panel refers to Red Chinese incursions into the northeastern and northwestern frontiers of India.

The cartoonist is saying that as Communist policies have had greater and more direct impact on India, Nehru has had increasing difficulty in maintaining a



nonchalant or detached view of the Cold War. The cartoonist is implying that an idealistic view of international politics disintegrates when international tensions directly affect the security of one's own country.

## VI VOCABULARY AND CONCEPTS

The vocabulary and concepts which are found on page 64 may be assigned as an on-going activity. Terms such as "land reform," "community development," and "nonalignment" should become part of a student's working vocabulary. For, although these terms are used with specific reference to Indian problems, their usage is relevant for any student of international affairs. Vocabulary exercises may be used in several ways:

1. As spot checks on reading. For example, "on the basis of your reading in *Chapter 5*, what do you understand the term 'Lok Sabha' to mean?"

2. To stimulate class discussion. How did castes and sub-castes evolve in India? What social needs has the establishment of the caste system fulfilled? How would you regard the disintegration of the caste system if you were a Brahmin? A peasant? An outcaste?

3. To sharpen and clarify your students' thinking. For example, "Why do you think that Nehru prefers the expression 'nonalignment' to 'neutralism?' What differences would an Indian see between these two terms? What differences, if any, do you see?"

## VII QUESTIONS FOR FURTHER THOUGHT

Two or three "Questions for Further Thought" are found at the end of *Chapters 1-8*. These may be used to stimulate effective class discussion, for they are designed to encourage students to think beyond the reading they have done and to explore fundamental concepts. For example, Question 2 on page 9 raises the problem of regionalism: "How powerful are the forces of regionalism in India today? . . ." After considering these questions with respect to India, students might then examine the evolution of regionalism in the United States.

Other questions can be used to clarify terms. For example, Question 2 on page 32 asks the student to distinguish between federal and unitary systems of government.

## VIII SOURCES OF INFORMATION

Although considerable information may be obtained from the booklet itself, your students should be encouraged to use outside sources. The State Department has many publications which are free of charge or cost very little. Congress frequently publishes hearings and reports on particular foreign policy problems. Make your request as specific as possible. These may be obtained by writing to:

Chairman  
Committee on Foreign Affairs  
United States House of Representatives  
Washington, D.C.



Chairman  
Committee on Foreign Relations  
United States Senate  
Washington, D.C.

India Government publications are available and free to teachers. Requests for materials should be made by teachers rather than students and should include the name and address of the school and the name of the teacher or principal. Also state whether the materials requested are for use at elementary or secondary school level.

Information Service of India  
2107 Massachusetts Avenue, N.W.  
Washington 6, D.C.

or

3 East 64th Street  
New York, New York

or

417 Montgomery Street  
San Francisco, California

A list of publications is available from:

UNESCO Publications Center  
801 Third Avenue  
New York 21, New York

An excellent resource unit on India has been developed by the Pennsylvania Curriculum Development Program. *INDIA TODAY: A Resource Unit in World*

*Cultures (1962)*. Order from the Department of Public Instruction, Commonwealth of Pennsylvania, Harrisburg, Pennsylvania.

The Service Center for Teachers of History publishes pamphlets that describe research and interpretations in particular fields of history. The Center is a Service of the American Historical Association, 400 A Street, S.E., Washington 3, D.C.

See: *The History of India: Its Study and Interpretation*, by Robert I. Crane, 1958. Publication No. 17.

A variety of pamphlets and visual materials are available at nominal costs from:

The Asia Society  
112 East 64th Street  
New York 21, New York

A growing number of journals, magazines, and newspapers devoted to Asian affairs are available in the United States.

*Asian Survey* is published monthly by the Institute of International Studies, University of California, Berkeley, California. A subscription is \$6.00 per year. Each issue is about 45 pages long, and contains five or six articles written by recognized authorities.

*The Journal of Asian Studies*, quarterly. Subscription is \$10.00 a year. Inquiries should be addressed to Russell H. Fifield, P.O. Box 606, Ann Arbor, Michigan. Scholarly journal for serious students with special interests in Asian affairs.



*Far Eastern Economic Review*, "A Weekly Journal of Trade, Industry, Finance, Transportation, and Public Affairs in East and Southeast Asia," published in Hong Kong. Yearly rates for the United States are Surface, \$16.00; Air Freight, \$25.00; Air Mail, \$55.00.

*Economic Survey of Asia and the Far East*, published annually by the United Nations may be ordered from the Sales and Circulation Section, United Nations, New York. \$2.50. It contains information about production, trade, and economic and industrial development of Asian countries. An extensive appendix provides a wealth of statistical information.

The American Universities Field Staff, Inc., 366 Madison Avenue, New York 17, New York.

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## FACTUAL KNOWLEDGE SURVEY

To the teacher: This test may be used to determine what your students know about India *before* they begin their unit of study. You may reproduce it for classroom use.

Directions: Place the letter of the answer in the space provided in the left-hand margin.

- |                  |  |
|------------------|--|
| <u>    b    </u> | 1. India has a population of approximately<br>a. 800 million.            b. 450 million.            c. one billion.            d. 180 million.   |
| <u>    b    </u> | 2. The Prime Minister of India is<br>a. Ali Jinnah.            b. Jawaharlal Nehru.            c. Mohandas Gandhi.            d. Krishna Menon.  |
| <u>    a    </u> | 3. India has been independent since<br>a. 1947.            b. 1960.            c. 1939.            d. 1950.  |
| <u>    a    </u> | 4. Goa was a former<br>a. Portuguese colony.            b. northern princely state.            c. French island.<br>d. Pakistani stronghold.   |
| <u>    b    </u> | 5. <i>Panch Shila</i> refers to<br>a. a system of local government.            b. an agreement between India and Red China.<br>c. religious obligations.            d. people of the Punjab. |
| <u>    d    </u> | 6. In 1960, Pakistan and India reached an agreement about the<br>a. Ganges River.            b. Brahmaputra River.            c. Bay of Bengal.            d. Indus River.                   |
| <u>    c    </u> | 7. Which of the following is <i>not</i> an important language in India?<br>a. English            b. Hindi            c. Tagalog            d. Tamil  |
| <u>    d    </u> | 8. Which of the following tactics was <i>not</i> used by Gandhi?<br>a. Strikes            b. Fasting            c. Boycotts            d. Armed force  |
| <u>    a    </u> | 9. Asoka was<br>a. a famous emperor.            b. the former name of Ceylon.            c. a Muslim missionary.<br>d. the first president of independent India.                             |
| <u>    a    </u> | 10. The Government of India is in the hands of<br>a. the Congress Party.            b. the Praja Socialist Party.            c. the Swatranta Party.<br>d. the Jan Sangh Party.              |



## OPINIONNAIRE

*To the teacher:* Note that this is *not* a test. The Opinionnaire is designed to help your students recognize attitudes they have about India.

*To the student:* Mark "A" if you agree with the statement, "D" if you disagree, and "U" if you are uncertain how you feel. Place an "X" next to the "U" if you think additional information would enable you to form a definite opinion.

If you would like to clarify your views or briefly explain your position, you may do so in the space provided after each question.

- \_\_\_\_\_ 1. Although India pretends to be neutral, it is really pro-Soviet.
- \_\_\_\_\_ 2. If the Indian people could double their standard of living, their government's problems would be solved.
- \_\_\_\_\_ 3. The Goan incident demonstrated that every country will use force when its national interests are at stake.
- \_\_\_\_\_ 4. All leaders should be like Gandhi.
- \_\_\_\_\_ 5. The belief that spiritual strength can overcome physical force is out of date in today's world.
- \_\_\_\_\_ 6. Giving economic aid to India is pouring money down the drain.
- \_\_\_\_\_ 7. The most sensible solution to the problem of language differences in India would be the establishment of English as the official national language.
- \_\_\_\_\_ 8. The United States should lessen tensions between India and Pakistan by cutting off military aid to Pakistan.
- \_\_\_\_\_ 9. The United States can learn a great deal from India.
- \_\_\_\_\_ 10. No country can remain aloof from the Cold War struggle.



**CLASS PERIOD    READING ASSIGNMENT****ACTIVITIES**

1		Opinionnaire, Survey, and Activity I.
2	Chs. 1 and 2, pp. 2-9	Discussion on geography and Activity II.
3	Ch. 3, pp. 10-18	Traditional India. Assign individual or committee reports, Activity IV.
4	Ch. 4, pp. 19-26	Colonialism, independence, Gandhi. Questions for Further Thought and Vocabulary and Concepts.
5	Ch. 5, pp. 27-32	Indian politics. Activities VI or VII, consultation on individual reports.
6	Ch. 6, pp. 33-37	Activity III
7	Ch. 7, pp. 38-43	Topics suggested in Activity IV.
8	Ch. 8, pp. 44-51	Activity V. See Activity II for maps relating to foreign policy problems.
9	Ch. 9, pp. 52-63	Discussion on United States policy.
10	Ch. 9, pp. 52-63	Discussion on United States policy (cont'd.). Activity I repeated, committee or individual reports.



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